

### **Compare and Contrast Book and Movie \*\*\*with analysis\*\*\***

To merely list the similarities and the divergences from the plot could be done by anyone. Provide your own analysis - something only you can create.

#### **Essay Task: “Point-by-point” Organization**

Plan and write an analytical essay that compares and contrasts the book and film versions of *The Giver*. You must clearly identify and explain major similarities and differences in at least three of the following four features: *the settings, characters, plot events, and resolutions*. In addition, you must analyze how the differences affect the portrayal of the story.

Standards:

[CCSS.ELA-Literacy.RL.7.7](#) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

[CCSS.ELA-Literacy.W.7.2.a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;

[CCSS.ELA-Literacy.W.7.2.b](#) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-Literacy.W.7.2.c](#) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

[CCSS.ELA-Literacy.W.7.2.e](#) Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.

[CCSS.ELA-Literacy.W.7.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[CCSS.ELA-Literacy.L.7.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Writing Foci:

- an effective introduction
- evidence and examples
- clear topic sentences and conclusions in each paragraph
- clear transitions (use writer’s handbook to help)
- analytical conclusions
- complete, sophisticated sentences

#### Conclusion tips:

- a) Close your essay; don’t forget your thesis stated in a different way.
- b) What do the similarities and differences say about the strengths or weaknesses in the novel or the movie?
- c) What unique and new insight comes from contrasting the entities?
- d) Choose ONE (either the book or the movie) and explain IN DETAIL why you enjoyed it more than the other. Focus on one item in particular.
- e) Explain one item you would change to improve the book and/or movie.

#### Reminders

**\*\*\*Use your writer’s handbook to help you with descriptive words and transitions\*\***

**\*\*Use the LIT TEAL RCI essay acronym to organize your writing\*\***

**\*Book and movie titles are *italicized* in type and underlined in handwriting\***

NAME .....

## Chapter 3 Writer's Workshop (pp. 86–92)

## Compare-Contrast Essay

Below is the final version of one student's compare-contrast essay. Read the essay with a partner. Discuss how the writer uses organization, transitions, and specific details to compare two subjects.

**Writing Model**

### *Great Expectations*: Novel vs. Movie

In 1946, David Lean made a movie version of Charles Dickens's novel *Great Expectations*. Both the book and the movie are set in England and tell the story of a young apprentice named Pip. In both versions, a mysterious and unnamed supporter gives Pip money so he can become a gentleman in London. Throughout the film version of *Great Expectations*, what happens to Pip is very similar to what happens to him in Dickens's novel. However, the movie is different from the book because it leaves out certain characters, is told mostly through dialogue instead of narration, and ends in a different way.

The novel *Great Expectations* has many characters, unlike the movie. For example, in the novel a menacing man named Orlick works in the forge where Pip is apprenticed. Later in the story, Orlick attempts to kill both Pip and his sister. In contrast, Orlick is not present in the movie version. Another major character, Pip's tutor in London, is also missing from the movie. The characters that are included in the movie version often have shortened story lines. For example, the movie leaves out details about Pip's friend Mr. Pocket, such as what he does for a living and his fiancé. These missing or changed characters make the movie less appealing and entertaining than the novel. In the novel, the reader discovers many strange and different characters and learns about each character's background. The movie is more focused on a single story line.

Introduction that provides background information

Clear thesis that compares two subjects and focuses on three features

Body uses point-by-point organization.

Feature 1: Characters

Transition to signal contrast

**Writing Model**

Another difference between the movie and the book version of *Great Expectations* is the narration. Dickens wrote the novel from Pip’s point of view. As a narrator, Pip often spends pages describing his thoughts and feelings. For instance, he describes in detail his love for Estella. He reveals how he feels ashamed about his snobbishness toward his old friend Joe, and he tells about his shock when he discovers his benefactor’s identity. John Mills, who plays Pip in the movie, uses his actions and dialogue to reveal Pip’s thoughts. In addition, there are voiceovers, such as when Pip explains something or repeats what a character said earlier in the movie. While these elements help the audience know about Pip’s character, Pip’s feelings in the movie are still not as clear as they are in the book.

The ending of the movie version of *Great Expectations* is the most significant difference from the book. Although parts of the novel are left out of the movie, Pip and Estella’s stories are not changed much until the ending. In the novel, Estella gets married and never finds out who her parents are. Pip and Estella’s last conversation is in Miss Havisham’s house. Near the end of the movie, Pip and Estella also talk to each other in Miss Havisham’s house, but what they say to each other is very different from the conversation in the novel. Also, Estella finds out who her parents are but does not get married.

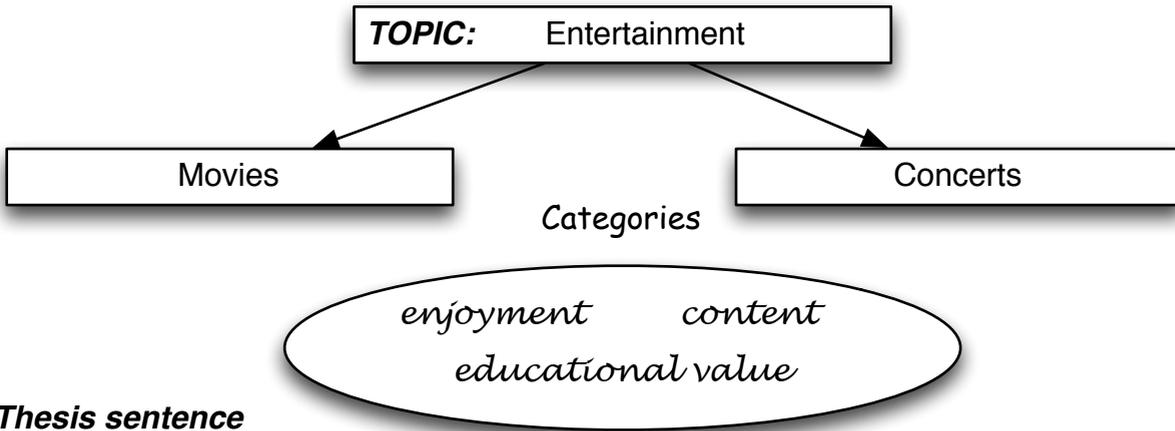
Except for the ending, the main story line of the movie *Great Expectations* is very similar to that of the novel. While the number of characters, the type of narration, and the ending differ, the theme remains the same. In the end, Pip learns that the best people can come from poor circumstances. In both versions, he finally comes to value kindness more than wealth.

Feature 2: Narration

Specific details support the topic of the paragraph

Feature 3: The ending

Conclusion that restates the thesis and adds something new to the essay



**Thesis sentence**

*Concerts and movies have similarities and differences as kinds of entertainment. I believe they can best be compared and contrasted in three ways. We can discuss them for their enjoyment, content and educational value.*

**Features**

**Ideas**

**1. Enjoyment**

*a. both are fun* \_\_\_\_\_

*b. concerts are more social and active* \_\_\_\_\_

*c. when you see movies you experience many emotions* \_\_\_\_\_

**2. Content**

*a. concerts are about music, fashion and lyrics* \_\_\_\_\_

*b. in movies you see things many fantastic things* \_\_\_\_\_

*c. both concerts and movies can give you inspiration* \_\_\_\_\_

**3. Educational value**

*a. When you watch movies you learn about different cultures* \_\_\_\_\_

*b.* \_\_\_\_\_

*c.* \_\_\_\_\_

Sim	Diff
★	
	★
	★
	★
★	
	★

**Conclusion**

*After comparing and contrasting movies and concerts, I think I prefer movies because you experience many kinds of feelings, you see fantastic things and you learn about the world and life.*

TOPIC:

[Blank box]

[Blank box]

Categories

[Large oval]

Thesis sentence

[Three horizontal lines for thesis sentence]

Features

1. \_\_\_\_\_

Ideas

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

Sim	Diff
[Blank]	[Blank]
[Blank]	[Blank]
[Blank]	[Blank]

Conclusion

After comparing and contrasting \_\_\_\_\_ and \_\_\_\_\_, I think I prefer \_\_\_\_\_ because

[Three horizontal lines for conclusion]

CATEGORY	5 Excellent	4 Good	3 Fair	2 Re-Do
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and gives background information on the subjects. The thesis makes a claim that goes beyond the listing of similarities and differences and creates a new understanding.	The introduction is inviting, states the main topic and gives background information on the subjects. The thesis attempts to make a claim that goes beyond the listing of similarities and differences.	The introduction states the main topic but is not particularly inviting to the reader. Background information is somewhat present on the subjects. The thesis comments on similarities and differences.	There is no clear introduction of the main topic. Background information is not present on the subjects. The thesis is not present. Re-Do.
<b>Comparison points</b>	There are (3) three clear comparison examples between the movie and the book. Tells why it matters.	There are (2) two comparison examples between the movie and the book	There is (1) one comparison example between the movie and the book.	Student has not provided any comparison examples between the movie and the book. Re-Do.
<b>Contrasting points</b>	There are (3) three clear contrasting examples between the movie and the book. Tells why it matters.	There are (2) two clear contrasting examples between the movie and the book.	There is (1) one clear contrasting example between the movie and the book.	Student has not provided any contrasting examples between the movie and the book. Re-Do.
<b>Conclusion</b>	The conclusion sums up the main points of the paper and connects to the introduction. The conclusion reveals a deeper insight and does not merely regurgitate the introduction. The conclusion states the preferred subject and explains why.	This conclusion sums up some of the main points and attempts to connect to the introduction. The writer has attempted to offer insightful commentary. The conclusion states the preferred subject and explains why.	The conclusion is present, but it repeats information instead of drawing conclusions. The conclusion states only state the preferred subject.	The conclusion is unclear. There is little attempt to either sum up the main points or connect to the introduction. Re-Do.
<b>Transitions</b>	(7) Seven or more effective transitions are used throughout the work.	At least (5) five effective transitions are used throughout the work.	At least (4) four effective transitions are used throughout the work.	Transitions are used in (3) three or fewer, or no cases. Re-Do.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. Re-Do.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distracts the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distracts the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
<b>Sentence Structure</b>	The writer has used varied and sophisticated sentence structure.	The writer has attempted to use a variety of sentence structures.	The writing feels flat due to repetitive sentence structure.	The writing style is immature. Re-Do.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.